

#### Members

Rep. Gregory Porter, Chairperson  
Rep. Richard Bodiker  
Rep. Clyde Kersey  
Rep. Robert Behning  
Rep. Sue Scholer  
Rep. Phyllis Pond  
Sen. Teresa Lubbers, Vice-Chairperson  
Sen. Steven Johnson  
Sen. Ron Alting  
Sen. Billie Breaux  
Sen. Connie Sipes  
Sen. Earline Rogers



## INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

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Authority: Legislative Council Resolution 00-1  
(Adopted May 25, 2000)

### MEETING MINUTES<sup>1</sup>

Meeting Date: July 27, 2000  
Meeting Time: 10:00 A.M.  
Meeting Place: State House, 200 W. Washington  
St., House Chambers  
Meeting City: Indianapolis, Indiana  
Meeting Number: 1

**Members Present:** Rep. Gregory Porter, Chairperson; Rep. Richard Bodiker; Rep. Clyde Kersey; Rep. Sue Scholer; Sen. Teresa Lubbers, Vice-Chairperson; Sen. Ron Alting; Sen. Connie Sipes; Sen. Earline Rogers.

**Members Absent:** Rep. Robert Behning; Rep. Phyllis Pond; Sen. Steven Johnson; Sen. Billie Breaux.

The chairperson called the meeting to order at 10:15 a.m. and asked the members of the Committee to introduce themselves. He then called upon Sen. David Ford to provide background information concerning the Committee's charge from the Legislative Council to study the creation of a school evaluation program.

Sen. Ford explained that in his resolution (SCR 70 - 2000, Attachment A) he called for the study of a universal school evaluation program, conducted by a nonpartisan source, which would focus primarily on financial aspects and student results. These evaluations would be

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<sup>1</sup> Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.ai.org/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

conducted by an outside organization, such as Standard and Poor's, or another similar organization. Standard and Poor's is currently conducting statewide evaluation programs in Michigan and Pennsylvania; the cost for the Pennsylvania program is about \$2.5 million annually. Sen. Ford spoke to a Standard and Poor's representative at the recent National Conference of State Legislatures conference; that representative indicated that Standard and Poor's would work with Indiana on whatever basis the state wishes, with a statewide program or pilot programs. Sen. Ford indicated that while a company like Standard and Poor's is most comfortable performing financial analyses, other types of analysis can be included as well, such as long-range tracking of students after high school to determine results of education. He sees a primary benefit of this type of evaluation as being to provide numbers that others can then use. Sen. Ford distributed informational packets from Standard and Poor's (Attachment B).

The chairperson then called upon Sen. Teresa Lubbers to explain the background of the resolution she had introduced concerning high ability students (SCR 35 -2000, Attachment A). Sen. Lubbers stated that there is a great disparity of services across the state for high ability students, who may easily lose interest in school and therefore not work to their full potential. Currently, there is planning money available from the state for school corporations to use in setting up programs for high ability students; the total amount for the state is \$6 million, which means about \$16,000 is available for each school corporation to use. Sen. Lubbers pointed out that a high ability student is not necessarily academically gifted, but may be gifted in another domain, such as music, and that while high ability students are found everywhere in the state, programs for high ability students are not. Thus, she felt the issue of programs and funding should be studied.

Rep. Robert Hoffman was then called upon to explain his request for a study of issues concerning secondary school vocational education (HB 1284 -2000, Attachment A). Rep. Hoffman explained that the 1999 budget bill had contained a new vocational education funding formula that was a good concept, but with some bugs. Thus, several bills that were introduced in the 2000 legislative session would have delayed implementation of various parts of the formula. Rep. Hoffman set forth some of the problems with the formula that were addressed by these bills, including the following:

- (1) Under the formula, money is awarded to schools that provide programs for which certificates of technical achievement are available. Currently, only seven vocational programs of the more than thirty programs offered have criteria developed for these certificates. Thus, he feels that the development of criteria for other programs should be accelerated, and money not be awarded until more programs have criteria.
- (2) Under the formula, the amount of funding for vocational programs varies according to whether there is a low, medium, or high demand for graduates of the programs. However, no money is provided for start-up costs for establishing high demand programs. In addition, the "spread" between funding amounts for low tech to high tech programs may need to be adjusted.
- (3) Home economics funding was left out of the formula, and not addressed elsewhere.
- (4) Area participation incentives were eliminated in the new formula.

Rep. Hoffman indicated that a group of individuals is working with Craig Hartzler, Commission of the Department of Workforce Development (DWD), to gather data on the costs of vocational programs and suggest adjustments to the formula. Rep. Hoffman hopes that members of this group may report on the progress of their work at a future

meeting.

Dale Butcher, an agricultural science and business instructor from Benton Central High School, stated that agricultural science teachers are concerned that the new formula shortchanges agricultural vocational programs. They also have concerns that DWD figures under-represent the number of individuals employed in agriculture.

Terry Spradlin, Indiana Department of Education (DOE), stated that he had seen a Standard and Poor's presentation at the NCSL conference, and that their analyses seem to fit in with data required under school improvement plans. He would like to have the education roundtable hear the school evaluation presentations as well. Mr. Spradlin indicated that DOE has been analyzing gifted and talented programs in preparation for the Committee's work, and that the department has been participating in the on-going discussions concerning secondary vocational education programs and funding.

In response to a question from the Committee, Patty Garrett, DOE, explained that school corporations have latitude in choosing a method of identifying gifted and talented students.

The Committee discussed its work plan for the interim, and decided that the next meeting will examine issues relating to secondary vocational education programs. The Committee's third meeting will cover issues relating to programs for high ability students. Future meetings will concern school evaluation programs and a common course numbering system for higher education.

The next meeting of the Committee will be held on Tuesday, August 22, at 10:00 a.m. in Room 233 of the State House. The third meeting of the Committee will be held on Tuesday, September 5, at 10:00 a.m. in Room 128 of the State House.

The meeting was adjourned at 11:15 a.m.